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U. S. DEPARTMENT OF LABOR
JAMES J. DAVIS, Secretary
BUREAU OF NATURALIZATION
RAYMOND F. CRIST, Commissioner

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Box 180

CITIZENSHIP TRAINING OF ADULT IMMIGRANTS *in the* UNITED STATES

ITS STATUS IN RELATION TO THE CENSUS OF 1920

Prepared by
MARGARET D. MOORE
with a foreword by
JAMES J. DAVIS
SECRETARY OF LABOR

WASHINGTON
GOVERNMENT PRINTING OFFICE
1925

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FOREWORD

By JAMES J. DAVIS, Secretary of Labor

The student who analyzes this presentation of facts gathered by the Bureau of Naturalization, and coordinated and compared with those presented by the United States census of 1920 by Miss Margaret D. Moore, will be impressed with the great need for systematic effort along Americanization lines. I have long advocated the supervision of citizenship training by the Federal Government, and a compulsory enrollment of all aliens with naturalization officers in order that such a plan might intelligently be undertaken. With me this subject is not abstract nor theoretical, but born of experience as an immigrant and as a coworker with alien laborers of practically all of the nationalities that have contributed to American civilization.

I arrived here with my mother, four brothers, and a sister from South Wales at the age of 8 years. My father had come to the United States previously and had sent back passage money to pay for the transportation in steerage of the family which he had left behind him when he sought better things in the New World. My first experience in this land of liberty was trailing along beside my mother vainly endeavoring to find the two featherbeds which had been the pride of the family and which had become lost in the shuffle at Castle Garden, then the immigrant station. To add to the confusion some sharper had relieved my mother of what little money she had. Altogether, with the experiences which I had with the family as immigrants and as foreign citizens, during the years I worked in the mills with my father, and living all my life among aliens and immigrants of many nationalities, gradually working up through the ranks, I can speak sympathetically on the needs of the alien from his viewpoint, as well as with consideration as to serving the best interest of the Republic.

Citizenship by naturalization is a sacred privilege. It means to me something more than mere naturalization; there must be a desire to accept the responsibilities as well as the rights that are conferred. Therefore, desirable as it is to have a nation of unified citizenship, it is far better that foreigners remain alien if their allegiance is not in fact transferred to America at the time of naturalization. I do not believe in granting citizenship on any other basis.

From the statistics gathered in the 1920 census it will be noted that, even of the foreigners of nationalities most responsive in taking out their citizenship papers, more than 25 per cent fail to avail themselves of the privilege. There are doubtless many reasons for this; some of them easy to determine, others must be left to conjecture. To those who sincerely desire citizenship the process should not be made overdifficult, but a high standard must be maintained. Preparation should include—

(1) A required standard of education for citizenship.

(2) Ability to use and understand a common language, making it possible for every citizen to communicate with his fellow, understand his work and the regulations made for his protection in industry, increase his opportunities for entertainment, and add greatly to his ability to use and enjoy the full advantages of residence in America.

(3) Classes in government, American history, and political economy. The alien should know the why and how of American institutions before being entitled to the privileges which citizens enjoy.

(4) Machinery should be set up to accomplish these purposes through the annual enrollment of all aliens and the payment of a small annual fee.

The suggested new citizenship program is essentially a program of education in which every alien enrolls for citizenship training. The desire is first to teach English so that we will be a nation with a common language; every citizen standing upon an equal basis with every other in ability to understand all matters of general interest and to communicate one with another upon the many subjects which arise in the daily life of every man, woman, and child in the country. Nothing has caused more dissension and international strife in the countries of the Old World than misunderstandings. These misunderstandings have bred the jealousy and hate which we find everywhere and which have given rise to battles and wars of more or less serious consequences throughout all ages.

We can not change these feelings of national antipathy overnight nor without organized effort. With all aliens enrolled, a part of the provision for their citizenship training could be through national and community committees made up of representatives of the several nationalities and races involved. In this way these special problems or needs of a particular people could be readily provided. Then, too, the associations which these national and community leaders of alien birth would bring into active cooperation with the Government would be beneficial. This procedure would help wipe out the misunderstanding existing between various nationalities and the native born. By working together in church, fraternal, and patriotic groups mutual benefit will be received by

all. There must be a campaign for better understanding, and the first essential is that the parties be able to communicate with one another.

But that is not the only advantage which accrues from the knowledge of a common language. It actually means dollars and cents to the workman to be able to understand the orders given to him for execution and not follow blindly what some one else is doing. Many accidents in industry are caused through inability to understand the regulations made for the protection of the workmen.

Many sources of amusement are closed to those who do not understand the national language. Being unable to read our books, our periodicals, and our newspapers, the foreign born gets a very limited knowledge of our history and of our institutions. He takes only what some one else who does know sees fit to pass on to him. The greatest menace to American institutions is ignorance led by selfish education—the man who has to get his information from one who sees fit to give him only such as will serve his selfish interests.

The alien should be educated and made to think and argue for himself. He should not be allowed to take for gospel truth those statements made from a soap box by some red leader in his campaign of anarchy. Good citizenship would mean the practical elimination of anarchy and the reduction of labor disturbances to a minimum. By knowing English and being able to read and reason out things for himself the alien or foreign born would soon learn the relationship existing between capital and labor.

In addition to English, the alien should be taught the several other subjects which treat of our national life—history, government, and political economy. These are far from being dry subjects. They can and should be presented in an interesting manner, one which will remove the tediousness of study and accomplish quicker and better results. I have in mind the application of visual education—series of films depicting national and international affairs.

It has been often asserted that there is a greater percentage of criminals among children of foreign born than of native born. It occurs to me that there is little doubt that the unfamiliarity of the parents with our language and lack of understanding of American customs have been partly responsible for this situation. It has been easy, when boys or girls have started on a wrong road, for them either to cover their tracks or to pass off their shortcomings as being condoned or overlooked in America. The parents, because of their ignorance, might easily be misled and the children not properly corrected. By teaching the father and mother, as well as the children, to know America, its customs, processes, and ideals, we cooperate with them in

properly rearing their children as in my mind they have every desire to do.

I would not in any way restrict the use of foreign languages. To do so would be like taking from the alien one of his best friends. He has his native literature and song; the language of the Old World is the language of his mother, and all remembrances of his mother should be sacred. Let the alien keep this heritage, and even encourage him to keep up his correspondence with the Old World and keep in touch with international affairs. His knowledge will help him as an American and will benefit us. America will never suffer by contrast with the land of origin of the immigrant.

The following study is interesting, and is based upon probably the most complete data available at the time it was made. A much more comprehensive study of matters pertaining to our alien population was made in the years 1907 to 1910 by a special immigration commission, which published its findings in a report embracing 40 large volumes. To the student who would go deeply into this subject I commend that report.

Toward the foreign born let our first thought be tolerance. Let us look for their virtues and not expect too much from those who have not had the advantages which we have had through our institutions, but encourage and help all who come to make their home among us to secure the fundamentals of good citizenship. Here is a patriotic service in which every citizen may engage.

JAMES J. DAVIS.

CITIZENSHIP TRAINING OF ADULT IMMIGRANTS IN THE UNITED STATES

STUDY OF REPORTS OF INSTRUCTION IN ENGLISH AND CITIZENSHIP GIVEN TO APPLICANTS FOR NATURALIZATION BY PUBLIC SCHOOLS COOPERATING WITH THE BUREAU OF NATURALIZATION DURING THE FISCAL YEAR ENDED JUNE 30, 1923

Each year certain statistics are requested by the Bureau of Naturalization from public schools to which it has furnished educational supplies for classes conducted or supervised by them for the benefit of applicants for naturalization. This is done in order that not only the bureau but all people interested in immigrant education may know whether there is any evidence of real progress in the education and assimilation of the foreign born who come to this country.

It is recognized that the results shown by the data gathered from the reports are not comprehensive or conclusive, since there are without doubt many places carrying on the work of instructing immigrants which are not using Bureau of Naturalization materials and therefore are not reporting to the bureau. There are also places using bureau material which have not made the report requested, and there is much independent work being carried on by various organizations. However, this report of public-school English and citizenship classes in communities throughout the United States with which the Bureau of Naturalization cooperated during the fiscal year ended June 30, 1923, should be enlightening and suggestive so far as the field is covered.

During the year named, 1922–23, there were 3,016 communities listed (1) as having asked that names of candidates for naturalization be sent to them by the bureau for the purpose of offering such candidates an opportunity to prepare for citizenship, or (2) as having ordered the Federal Citizenship Textbook and other materials prepared by the bureau for the use of citizenship classes. This number is less than the total number reported for the previous year, but of the 3,630 places reported for 1921–22, 758 were what have been called "subtowns," while of the total in the 1922–23 report only 414 are so named. And the 758 subtowns reported for 1921–22 represented places from which students *might* go to attend a class in a neighboring town, while the 414 reported for 1922–23 represent

places from which students *actually came* to attend classes in a neighboring town, or places where such classes were conducted under the supervision of a public-school official of an adjoining town.

Subtowns did not send in their reports direct, but main towns to which the statistical form was sent were understood as reporting not only for themselves but for the neighboring towns previously named by them as profiting by the facilities which the main towns offered or supervised.

Of the 2,602 main towns listed during the fiscal year 1922–23 (and it must be understood that the list is started anew each year, beginning with the first town which either definitely orders material from the bureau for the first time or "renews its cooperation" by again ordering supplies), 1,410 did not report, and with their 42 subtowns they make 1,452 cooperating places from which no reports were received.

The following data, then, are based upon reports received from the 1,192 main towns which did send in reports, together with 372 neighboring places from which students came to attend their classes, making 1,564 places at least (or 51 per cent of the cooperating communities) throughout the United States which made preparation for the instruction of foreign-born adults in English and citizenship.

Of this number, however, 128 places reported that, for various reasons, they had not conducted classes, so that the number of places reporting classes is finally narrowed down to 1,064 main towns and 372 subtowns—a total of 1,436 places (or 47 per cent of the number originally listed) the foreign-born adults of which actually had access to classes conducted for their benefit.

In these 1,064 places 6,632 classes were conducted: 371 in factories, 4,132 in public-school buildings, 1,256 in homes, and 873 in other places. This does not represent the probable total number of classes, since some places reporting that they had classes did not say how many they had conducted. The number of factory classes reported does not, of course, represent the entire number of such classes, since many industrial plants conduct such work independently of the public schools.

As to time of meeting in 1922–23, 4,319 were the usual evening classes, and 2,092 were day classes, presumably for the benefit of women and of those employed during the evening. The time of 221 classes was unspecified. In the case of classes for individual or small-group instruction the time probably varied according to conditions and the mutual convenience of teacher and pupils.

The total number of class sessions held was 332,696, and since the average number of hours per session was 1.7 (the same as the previous year) this represents a total of 565,583 hours of instruction given to classes of varying size.

Just as last year, the report showed classes held an average of 5 months during each year. The month during which classes began was reported by only 732 places. Of these, 262 reported that their work began in October, 98 in November, 90 in January, and 86 in September. The month of closing was reported by only 714 places. Of these the largest number (184) reported March as the closing month. April, May, and June, in the order named, appear to be the next popular months for closing, with 141, 139, and 130 places, respectively, being reported for those months. Thus it appears that October is the most popular month for starting the work and March for closing it.

The average number of sessions per week was 2.5 as compared with 2.6 for those reported the preceding year. Few places reported whether classes were held throughout the year, but it appears that in 17 places this was done, with provision for pupils from 32 additional surrounding towns.

The total enrollment as reported for these 6,632 classes held in 1,064 places in 1922–23 was 252,808. The difficulty in making a definition of enrollment as distinguished from registration which will be interpreted alike by every school system makes these figures only relative. Attempts to get figures of average attendance for comparison with enrollment have been abandoned because of even greater variation in interpretation, but if the schools desire a study of enrollment and attendance enough to cooperate in the necessary careful recording of data, the bureau would be glad to attempt it.

These figures (252,808), when interpreted as meaning more than one-quarter of a million adult aliens studying English and citizenship, are at first rather encouraging, but not so much when compared with the figures for the foreign-born white population of the United States as shown by the census of 1920. Of the total of 13,712,754 foreign-born whites, 12,859,490 were 18 years of age and over. Of the 12,498,720 foreign-born whites 21 years of age and over, 1,194,276 were aliens with first citizenship papers only and 4,364,909 were aliens with no papers. Of the total number of foreign-born whites, 1,763,740 were illiterates 10 years of age and over, and 1,707,145 of these were 21 years of age and over.

Of these 252,808 pupils reported, 182,324 were unclassified as to age, but of the remainder (70,484) the following interesting information is given: 21,353 were under 21 years of age, 25,507 between 21 and 30 years, 21,339 between 31 and 50 years, 1,923 between 51 and 60, and 362 over 60 years. Although the largest number is in the group of young men and women, the fact that there are nearly as many middle-aged students as those under 21 is quite significant, and that 1,923 men and women between 51 and 60 years of age and 362 over 60 have taken advantage of these opportunities is a fact of real im-

portance. The preponderance in all the age groups is in favor of the men, the number of men between 21 and 50 being nearly three times the number of women. This shows the need for home classes and day classes, since the foreign mothers have not yet found time or courage or opportunity to attend mixed evening classes in any but small numbers, and since 6,184,432, or nearly half of the total foreign-born white population, and 896,918 of the illiterate foreign-born white, 10 years of age and over, are females. The age groups are shown in the following table:

TABLE 1.—*Age groups*

Age	Men	Women	Age given but unclassified as to sex	Total
Under 21 years	10,639	7,824	2,890	21,353
21 to 30 years	18,133	6,656	718	25,507
31 to 50 years	15,056	5,639	644	21,339
51 to 60 years	1,315	513	95	1,923
Above 60 years	242	93	27	362
Total	45,385	20,725	4,374	70,484
Unclassified as to age				182,324

Of the total of 252,808 reported as attending the classes, the citizenship status of 69,007 was shown as it existed at the close of the school year. Of this number 6,549 were reported as native citizens—presumably many of them illiterates who were glad to take advantage of classes for adults to make up for the lack of schooling in their youth. There were 6,586 naturalized citizens, most of whom had doubtless become citizens during the year, as the presentation of 12,207 certificates of graduation would indicate, and others, as shown by various letters received in the bureau, back for study because they were naturalized before the joint efforts of judges of naturalizing courts and the naturalization service had raised the educational standards for admittance to American citizenship. Petitioners for naturalization ranked in number reported next below aliens without papers, there being 14,276 petitioners and 27,927 aliens who had taken no steps toward naturalization. Only 13,669 declarants were reported, though it is the desire and hope of the bureau that all declarants in need of instruction will utilize the two-year period after declaring their intention, before they can petition for naturalization, in the study of our language and the principles and ideals of our Government and life. Nearly three-fourths of the total number of pupils (183,801) were not classified as to citizenship status.

On the statistical form used an attempt was made, for the first time, to discover the scholarship status of the students. Aside from the 162,027 unclassified, 40,886 beginners were reported, 24,623

intermediates, and 25,272 advanced students. It is encouraging to note the large number of beginners, but the much smaller number of intermediates suggests need for investigation. Why do they drop out in such numbers? Is it the fault of the textbooks, the teaching, the equipment, or conditions related to the students themselves? The slightly greater number of advanced students than of intermediates suggests that interest in preparing for the naturalization examination is responsible.

Rather surprising information is disclosed by the data concerning length of time the students have been in America. The figures relate, however, to only 49,267 which were reported, which are but 19 per cent of the total number of students. A gratifying number entered the classes very soon after arriving in America—3,456 having been here three months or less, 3,094 between three and six months, and 5,302 between six months and a year. Nearly 10,000 (9,356) waited from one to three years before enrolling, and 4,690 from three to five years. The large increase to 8,567 in the 5-to-10-year group suggests that many aliens wait until they have been in this country the five years necessary for naturalization before they declare their intention and begin to prepare for citizenship. The fact that those in the largest group, 14,802, wait until they have been here over 10 years, is hard to explain.

TABLE 2.—*Students classified according to length of time in America*

3 months or less	3 to 6 months	6 months to 1 year	1 to 3 years	3 to 5 years	5 to 10 years	Over 10 years	Unclassified	Total
3,456	3,094	5,302	9,356	4,690	8,567	14,802	203,541	252,808

As to nationalities enrolled in the classes, statistics for 1922–23 were given for only 80,876[1] pupils, or 32 per cent of the total enrollment of 252,808, while in 1921-22, with a total enrollment of 260,290, nationalities were reported for 205,507, or 79 per cent. It is evident, therefore, that the comparisons which follow are not authoritative but they are interesting and informative.

As in 1921–22, the Italians led in point of numbers enrolled in the classes, being 15.89 per cent of the total number reported, though this per cent is 2 per cent smaller than last year. They are the second nationality, however, in point of numbers as reported in the census of 1920. The Russians were in second place in the classes instead of third as in 1921–22, changing places with Americans. The census reports the Russians as third in number in America in 1920. Poles ranked fourth in the school reports for both years,

[1] Includes 8,864 Americans.

though their percentage in 1921–22 was 2.7 per cent higher. It is an interesting coincidence that they are also fourth in the population list. Germans have apparently entered the classes in much larger numbers, since they are in fifth place in this report as compared to ninth place the preceding year. However, they comprise the largest number of all the foreign born in America. Other nationalities in the classes which ranked considerably higher relatively than the preceding year are the Canadians who changed from twenty-sixth place to twelfth, Hollanders from twenty-seventh to seventeenth, American-Canadians from thirty-sixth to twentieth, Bulgarians from thirty-seventh to thirty-first, Australians from fortieth to thirty-third, and Scotch from thirty-ninth to thirty-fourth.

On the other hand, the enrollment rank of the following was considerably lowered during the period between the two yearly reports: Austrians from sixth to ninth, Greeks from tenth to thirteenth, Rumanians from thirteenth to eighteenth, Spanish from fourteenth to twenty-third, English from nineteenth to twenty-fourth, Armenians from twenty-first to twenty-sixth, French from seventeenth to twenty-eighth.

The rank of the following nationalities remained practically the same: Mexicans, Hungarians, Yugoslavs, Swedes, Finns, Portuguese, Lithuanians, Irish, Syrians, Swiss.

Table 3, which follows, shows not only the rank of various nationalities, according to their numbers as reported in the 1920 census, but also their comparative rank in numbers reported in public-school citizenship classes for 1922–23 and 1921–22. Bearing in mind that these data do not cover the entire field, and that fewer nationality figures were reported for 1922–23 than for 1921–22, close study will reveal interesting topics for investigation and thought, such as:

1. Is the older or the newer immigration represented in largest numbers in these English and citizenship classes?

2. Are the nationalities that are in the United States in the largest numbers also in the classes in largest numbers?

3. What are possible reasons for the small registration of some nationalities which rank high in numbers in the 1920 census?

4. What changes in the popular opinion concerning the interest and desire of various nationalities to properly prepare for citizenship seem to be made necessary by these data?

In considering the table which follows, it must be borne in mind that, while the total reported enrollment is nearly the same for the two years, the number of students whose nationality was reported in 1921–22 is about two and a half times greater than for 1922–23.

TABLE 3.—*Comparison by nationalities of the number of foreign-born white in the United States at the census of 1920, with the number of adult foreign born reported in the 1921–22 and 1922–23 public-school English and citizenship classes*

[Total reported enrollment 1921–22, 260,290; nationalities reported for 205,507, or 79 per cent. Total reported enrollment 1922–23, 252,808; nationalities reported for 80,576, or 32 per cent.]

Rank as to population	Nationality	Total number reported in 1920 census	Rank as to number reported in 1922–23 classes	Total number reported in 1922–23 classes	Rank as to number reported in 1921–22 classes	Total number reported in 1921–22 classes
1	Germans	1,686,102	4	4,497	8	6,571
2	Italians	1,610,109	1	12,856	1	37,142
3	Russians	1,400,489	2	9,884	2	25,718
4	Poles	1,139,978	3	7,401	3	24,357
5	Canadians	1,117,878	7	3,027	24	1,169
6	Irish	1,037,233	19	777	21	1,340
7	English	812,838	22	688	18	1,730
8	Swedes	625,580	11	2,246	11	3,671
9	Austrians	575,625	9	2,613	5	8,930
10	Mexicans	478,383	5	3,466	4	9,265
11	Hungarians	397,282	6	3,444	6	8,570
12	Norwegians	363,562	15	1,223	17	1,850
13	Czechoslovakians	362,436	8	2,702	7	6,885
14	Scotch	254,567	30	200	31	309
15	Danes	189,154	20	759	23	1,245
16	Greeks	175,972	12	2,025	9	5,486
17	Yugoslavs	169,437	10	2,508	10	4,296
18	French	152,890	26	533	16	2,046
19	Finns	149,824	13	1,896	14	2,801
20	Lithuanians	135,068	18	884	19	1,726
21	Hollanders	131,766	16	1,197	25	994
22	Swiss	118,659	25	534	26	837
23	Rumanians	102,823	17	972	12	3,421
24	Portuguese	67,453	14	1,371	15	2,213
25	Welsh	67,066	36	31	37	29
26	Belgians	62,686	28	243	27	746
27	Syrians	51,900	23	576	22	1,274
28	Spanish	49,247	21	732	13	3,199
29	Atlantic Islanders	38,984	34	61	34	62
30	Armenians	36,626	24	555	20	1,634
31	West Indians	26,369	35	38	36	33
32	Central and South Americans	20,929	33	77	29	433
33	Turks	13,894	31	118	28	657
34	Newfoundlanders	13,242	38	1	38	8
35	Luxemburgians	12,585	37	15	35	38
36	Australians	10,801	29	227	32	279
37	Bulgarians	10,477	27	266	30	395
38	Albanians	5,608	32	78	33	189

Interesting as is this information for the whole United States, the report of individual States and cities will assist us in finding whether the real work is done in proportion to the needs. This comparison follows later.

The greatest enrollment reported was, as might be expected, in New York State—with 51,054 men and 33,730 women, a total of 84,784. Massachusetts follows with a total enrollment of 27,384, the separate numbers for men and women not being given. Pennsylvania comes third with 12,466 men, 6,900 women, and 166 unspecified, a total of 19,532.

No enrollment or classes were reported from Arkansas, Florida, Hawaii, or Porto Rico, but it is significant that some work for the

adult foreign born is shown in all of the other States and in Alaska. The States are listed in numerical order of enrollment, as follows:

TABLE 4.—*Rank of States, according to number of foreign born enrolled in classes*[1]

Rank	State	Total	Men	Women	Unspecified
1	New York	84,784	51,054	33,730	--------
2	Massachusetts	27,384	--------	--------	27,384
3	Pennsylvania	19,532	12,466	6,900	166
4	Ohio	18,770	13,224	5,546	--------
5	California	18,503	6,755	2,429	9,319
6	Illinois	14,849	10,062	4,737	50
7	Michigan	13,838	10,070	3,738	30
8	New Jersey	9,143	5,957	3,186	--------
9	Minnesota	6,671	5,123	1,528	20
10	Connecticut	3,471	2,493	978	--------
11	Wisconsin	2,710	1,851	819	40
12	Nebraska	2,527	312	165	2,050
13	Missouri	2,332	1,251	1,081	--------
14	New Hampshire	2,105	1,324	781	--------
15	Maryland	1,925	1,464	461	--------
16	Colorado	1,697	1,314	361	22
17	Indiana	1,684	1,380	300	4
18	Washington	1,597	535	327	735
19	Oregon	1,278	797	456	25
20	Maine	1,252	936	316	--------
21	Rhode Island	1,164	--------	243	921
22	Delaware	1,120	710	410	--------
23	District of Columbia	905	571	274	60
24	Iowa	620	403	170	47
25	Kansas	484	321	162	1
26	North Dakota	440	281	159	--------
27	Virginia	428	377	45	6
28	Montana	426	294	126	6
29	South Dakota	406	313	93	--------
30	Texas	342	282	25	35
31	West Virginia	260	215	39	6
32	Wyoming	257	206	51	--------
33	Utah	178	101	77	--------
34	South Carolina	159	94	65	--------
35	Tennessee	158	131	27	--------
36	Oklahoma	132	66	66	--------
37	Georgia	95	67	28	--------
38	Idaho	95	65	30	--------
39	Nevada	87	58	29	--------
40	Alabama	72	64	8	--------
41	Louisiana	63	54	9	--------
42	Mississippi	58	46	12	--------
43	Vermont	51	40	11	--------
44	Alaska	49	48	1	--------
45	Kentucky	35	16	19	--------
46	North Carolina	32	32	--------	--------
47	New Mexico	29	23	6	--------
48	Arizona				

[1] Figures not entirely accurate, as 8,864 Americans are included.

Concerning the enrollment reported by the various States certain questions will rise to mind:

1. Are the States reporting the largest enrollment those which have the greatest problem in immigrant education?
2. Are the States where the largest percentage of their foreign born are enrolled, those which have a State organization for the work, with a State director of immigrant education in charge?
3. Is the work in the States carried on by the large cities only, or is there work in small communities?

4. Has the alien living in a rural or isolated community any opportunity for this instruction?
5. How many cities having over 1,000 foreign born offer facilities for the work? What per cent is this of the total number of such cities?
6. How many places have made classes in English and citizenship a part of the regular school program?

TABLE 5.—*Comparison of States as to total foreign-born white population in 1920, foreign-born white population 18 years of age and over, and number of adults reported in English and citizenship classes*

State	Number of foreign-born white in State in 1920	Rank of State according to number of foreign-born white	Number of foreign-born white 18 years and over in 1920	Rank of State according to foreign-born white 18 years and over	Number of adults in State reported in English and citizenship classes	Percentage of adults in State reported in English and citizenship classes	Rank of State according to per cent of adults in English and citizenship classes
Alabama	17,662	42	16,564	42	87	0.53	34
Alaska	11,597	47	11,337	47	51	.45	38
Arizona	78,099	28	60,689	28	29	.04	48
Arkansas	13,975	46	13,419	46	(1)	--------	--------
California	681,662	7	631,341	8	18,503	2.93	5
Colorado	116,954	20	107,971	20	1,925	1.78	14
Connecticut	376,513	11	354,752	11	6,671	1.88	12
Delaware	19,810	41	18,676	41	1,164	6.23	1
District of Columbia	28,548	39	27,148	38	1,120	4.12	2
Florida	43,008	33	39,600	32	(1)	--------	--------
Georgia	16,186	43	15,354	43	132	.86	25
Idaho	38,963	35	36,989	35	95	.26	42
Illinois	1,206,951	3	1,144,157	3	14,849	1.29	21
Indiana	150,868	17	142,983	18	1,697	1.18	22
Iowa	225,647	14	217,572	14	905	.41	40
Kansas	110,578	21	103,612	21	620	.59	32
Kentucky	30,780	37	29,868	36	49	.16	44
Louisiana	44,871	31	42,507	31	72	.17	43
Maine	107,349	22	98,270	22	1,278	1.30	20
Maryland	102,177	23	96,639	24	2,105	2.18	9
Massachusetts	1,077,534	4	1,017,708	4	27,384	2.69	8
Michigan	726,635	6	680,344	6	13,838	2.03	10
Minnesota	486,164	9	469,691	9	8,611	1.83	13
Mississippi	8,019	48	7,541	48	64	.84	26
Missouri	186,026	15	177,424	15	2,527	1.42	18
Montana	93,620	25	87,249	25	428	.49	36
Nebraska	149,652	18	143,318	17	2,710	1.89	11
Nevada	14,802	45	14,156	45	95	.67	30
New Hampshire	91,233	26	84,836	26	2,332	2.75	7
New Jersey	738,613	5	695,452	5	9,143	1.31	19
New Mexico	29,077	38	23,603	39	32	.14	47
New York	2,786,112	1	2,610,370	1	84,784	3.24	3
North Carolina	7,099	49	6,688	49	35	.52	35
North Dakota	131,503	19	124,405	19	484	.39	41
Ohio	678,697	8	639,968	7	18,770	2.93	4
Oklahoma	39,968	34	37,241	34	158	.42	39
Oregon	102,151	24	96,799	23	1,597	1.65	15
Pennsylvania	1,387,850	2	1,308,889	2	19,532	1.49	17
Rhode Island	173,499	16	162,269	16	1,252	.77	28
South Carolina	6,401	50	6,069	50	178	2.92	6
South Dakota	82,391	27	79,269	27	426	.54	33
Tennessee	15,478	44	14,656	44	159	1.08	24
Texas	360,519	12	288,421	12	406	.14	46
Utah	56,455	30	53,447	30	257	.48	37
Vermont	44,525	32	39,579	33	58	.15	45
Virginia	30,785	36	28,873	37	440	1.52	16
Washington	250,055	13	234,882	13	1,684	.71	29
West Virginia	61,906	29	57,164	29	342	.60	31
Wisconsin	460,128	10	441,552	10	3,471	.79	27
Wyoming	25,255	40	23,446	40	260	1.11	23

[1] No report received.

TABLE 6.—*States listed in order of rank as to number of students enrolled in classes for the adult foreign born in comparison with the number of such people in the State*

Rank	State	Number of foreign-born white in State	Number foreign-born white 18 years of age and over in State	Number of adults in State reported in English and citizenship classes	Percentage of adults in State reported in English and citizenship classes
1	Delaware	19,810	18,676	1,164	6.23
2	District of Columbia	28,548	27,148	1,120	4.12
3	New York	2,786,112	2,616,370	84,784	3.24
4	Ohio	678,697	639,968	18,770	2.93
5	California	681,662	631,341	18,503	2.93
6	South Carolina	6,401	6,099	178	2.92
7	New Hampshire	91,233	84,836	2,332	2.75
8	Massachusetts	1,077,534	1,017,708	27,384	2.69
9	Maryland	102,177	96,639	2,105	2.18
10	Michigan	726,635	680,344	13,838	2.03
11	Nebraska	149,652	143,318	2,710	1.89
12	Connecticut	376,513	354,752	6,671	1.88
13	Minnesota	486,164	469,691	8,611	1.83
14	Colorado	116,954	107,971	1,925	1.78
15	Oregon	102,151	96,799	1,597	1.65
16	Virginia	30,785	28,873	440	1.52
17	Pennsylvania	1,387,850	1,308,889	19,532	1.49
18	Missouri	186,026	177,424	2,527	1.42
19	New Jersey	738,613	695,452	9,143	1.31
20	Maine	107,349	98,270	1,278	1.30
21	Illinois	1,206,951	1,144,157	14,849	1.29
22	Indiana	150,808	142,983	1,697	1.18
23	Wyoming	25,255	23,446	260	1.11
24	Tennessee	15,478	14,656	159	1.08
25	Georgia	16,186	15,354	132	.86
26	Mississippi	8,019	7,541	63	.84
27	Wisconsin	460,128	441,552	3,471	.79
28	Rhode Island	173,499	162,209	1,252	.77
29	Washington	250,055	234,882	1,684	.71
30	Nevada	14,802	14,156	95	.67
31	West Virginia	61,906	57,164	342	.60
32	Kansas	110,578	103,612	620	.59
33	South Dakota	82,391	79,209	426	.54
34	Alabama	17,662	16,564	87	.53
35	North Carolina	7,099	6,688	35	.52
36	Montana	93,620	87,289	428	.49
37	Utah	56,455	53,447	257	.48
38	Alaska	11,597	11,337	51	.45
39	Oklahoma	39,908	37,241	158	.42
40	Iowa	225,647	217,572	905	.41
41	North Dakota	131,503	124,405	484	.39
42	Idaho	38,963	36,989	95	.26
43	Louisiana	44,871	42,507	72	.17
44	Kentucky	30,780	29,808	49	.16
45	Vermont	44,526	39,579	58	.15
46	Texas	360,519	288,421	406	.14
47	New Mexico	29,077	23,603	32	.14
48	Arizona	78,099	60,689	29	.04
	Arkansas	13,975	13,419	(1)	----------
	Florida	43,008	39,600	(1)	----------

[1] No report received.

ARE THE STATES REPORTING THE LARGEST ENROLLMENT THOSE WHICH HAVE THE GREATEST PROBLEM IN IMMIGRANT EDUCATION?

Considering the number of foreign-born white 18 years of age or over as shown by the census of 1920, the following 21 States in the order named have the greatest need for adult immigrant education:

1. New York.
2. Pennsylvania.
3. Illinois.
4. Massachusetts.
5. New Jersey.
6. Michigan.
7. Ohio.
8. California.
9. Minnesota.
10. Wisconsin.
11. Connecticut.
12. Texas.
13. Washington.
14. Iowa.
15. Missouri.
16. Rhode Island.
17. Nebraska.
18. Indiana.
19. North Dakota.
20. Colorado.
21. Kansas.

Each of these States contains more than 100,000 foreign-born white 18 years of age or over.

It will be interesting to discover how many of these States are shown by the data reported to the bureau for 1922–23 to have given instruction in English and citizenship to proportionately large numbers of foreign-born adults. Although, according to Table 4, New York ranks first in respect to the actual number enrolled in classes for the education of immigrants, it ranks third in regard to the proportion of its adult foreign born in such classes, as shown by Table 6. First honors go to Delaware, whose report, as shown by Table 6, indicates 6.23 per cent of its foreign-born adults enrolled in classes. And the District of Columbia is second, with a percentage of 4.12. And neither Delaware nor the District of Columbia has anything like 100,000 foreign-born white population 18 years of age and over, the figures being 18,676 and 27,148, respectively.

Considering the 21 States above listed, it is interesting to note their rank in respect to the proportion of their foreign-born white 18 years of age and over reported enrolled in classes. To simplify the description, the term "enrollment rank" will here signify rank according to number reported enrolled in English and citizenship classes as shown in Table 4, and the term "percentage rank" will signify rank according to the percentage of their foreign-born whites 18 years of age and over reported enrolled in these classes, as shown in Table 6.

As before stated, New York, which is first in enrollment rank, is third in percentage rank; Pennsylvania, third in enrollment rank, is seventeenth in percentage rank; Illinois, sixth in enrollment rank, is twenty-first as to percentage; Massachusetts ranks second in enrollment and eighth in percentage; New Jersey, eighth in enrollment, is nineteenth in percentage; Michigan, seventh in enrollment, is tenth in percentage; Ohio, fourth in enrollment, is also fourth in percentage; and California, which is fifth in enrollment, is the same in percentage; Minnesota, ninth in enrollment, is thirteenth in percentage; Wisconsin, eleventh in enrollment, is twenty-seventh in percentage; Connecticut, tenth in enrollment, is twelfth in percentage; Texas is thirtieth in enrollment and forty-sixth in percentage; Washington, eighteenth in enrollment and twenty-ninth in percentage; Iowa, twenty-fourth in enrollment and fortieth in percentage; Mis-

souri, thirteenth in enrollment and eighteenth in percentage; Rhode Island, twenty-first in enrollment and twenty-eighth in percentage; Nebraska, twelfth in enrollment is eleventh in percentage; Indiana, seventeenth in enrollment, is twenty-second in percentage; North Dakota, twenty-sixth in enrollment is forty-first in percentage; Colorado, sixteenth in enrollment is fourteenth in percentage; Kansas, twenty-fifth in enrollment, is thirty-second in percentage.

Recapitulating, of the 21 States having over 100,000 foreign-born white population 18 years of age and over, eight of these States—Wisconsin, Texas, Washington, Iowa, Rhode Island, Indiana, North Dakota, and Kansas—fall below the naturally expected rank of from one to twenty-one. Of those remaining, only four—Ohio, California, Nebraska, and Colorado—rank in accordance with their need so far as this basis of comparison may be considered, and two of these surpass it. New York and Connecticut are very near their proper rank; Michigan and Minnesota are only three and four places, respectively, below their normal rank; Missouri falls five below, and Massachusetts six below; New Jersey, Pennsylvania, and Illinois are far below their rightful rank, though not below twenty-one.

It is significant to find that certain States which have a comparatively small foreign-born population are nevertheless vigorously attacking the problem they have and therefore are near the top of the list in percentage of their foreign-born population in school. Delaware, District of Columbia, New York, Ohio, and California have already been mentioned as heading the list as to percentage. The State which ranks sixth, South Carolina, has a large number of the students in the classes reported as Americans. However, in enthusiastically conducting an increasingly effective campaign against illiteracy, under a State supervisor of adult schools, it has reached the foreign-born along with the native-born illiterates. This suggests the rational way for some States to work.

Returning to the question under discussion, the answer appears to be that though some of the States in which this problem is greatest have proportionately large numbers enrolled, others have hardly touched the surface. If the study were continued to include those States whose foreign-born population 18 years of age and over is between 50,000 and 100,000 it would be seen that Maine and West Virginia have their normal rank, and New Hampshire, Maryland, and Oregon rank higher than might be expected, but South Dakota, Montana, and Utah fall below. And the remaining State of those having between 50,000 and 100,000 foreign-born 18 years of age and over, Arizona, with 60,689 in this class, reported only 29 attending English and citizenship classes—0.04 per cent.

Various reasons may no doubt be given for the very low rank of some States in immigrant education. It would seem that a study of these reasons and an effort to make them no longer true would be a valuable piece of work for educational, civic, social, and patriotic organizations in those States.

ARE THE STATES HAVING THE LARGEST PERCENTAGE OF THEIR FOREIGN BORN IN THE PUBLIC SCHOOLS THOSE WHICH HAVE A STATE ORGANIZATION FOR THIS WORK WITH A STATE DIRECTOR OF AMERICANIZATION IN CHARGE?

Of the States in the list of those ranking highest in school work for the adult foreign-born, as shown in Table 6, Delaware, District of Columbia, New York, Ohio, California, South Carolina, Massachusetts, Connecticut, and Minnesota had, in 1922–23, directors of Americanization or equivalent officers. New Hampshire, ranking seventh in results, had at one time an official to whom this work was especially intrusted; Maryland, ranking ninth, has a trained director of Americanization in charge of the work in Baltimore where practically all of the aliens in the State reside.

This would indicate that where the problem has been definitely attacked and an educational unit for this work organized, more adequate results are secured. However, the excellent showing made by some other States is largely due to the organized and professionally directed work along this line which is being done in some of the cities which have a large foreign-born population.

IS THE WORK IN THE STATES CARRIED ON BY THE LARGE CITIES ONLY OR IS THERE WORK IN SMALL COMMUNITIES?

To answer this question we must study the records of the individual communities which reported from the various States.

TABLE 7.—*Showing States in order of rank according to number of places in each State reporting classes, with the number of classes and number of students reported for each State; also the number of places in each State having 100 or more students in attendance on classes and the number of classes averaging 5 students or less*

State	Number of places reporting classes	Number of classes reported	Number of students reported	Number of places having 100 students or more	Number of classes averaging 5 students or less
Massachusetts	98	1,527	27,384	45	15
Washington	96	137	1,684	2	104
New York	80	----------	84,784	32	----------
Minnesota	71	693	8,611	11	50
California	64	634	18,503	24	34
Pennsylvania	50	567	19,532	15	5
Montana	47	64	428	2	48
Oregon	42	85	1,597	2	43
Wisconsin	42	163	3,471	7	23
Colorado	34	66	1,925	1	22
Connecticut	34	272	6,671	15	25
NewJersey	33	398	9,143	16	124
Michigan	32	382	13,838	9	11

TABLE 7.—*Showing States in order of rank, etc.*—Continued

State	Number of places reporting classes	Number of classes reported	Number of students reported	Number of places having 100 students or more	Number of classes averaging 5 students or less
North Dakota	32	94	484	1	71
South Dakota	26	64	426	1	24
Iowa	24	53	905	2	14
Ohio	19	407	18,770	8	8
Illinois	18	108	14,849	3	6
Indiana	18	65	1,697	5	5
Kansas	14	95	620	1	8
Nebraska	13	77	2,710	2	7
Wyoming	13	24	260		2
Utah	11	25	257	1	10
Texas	9	21	406	1	6
Maine	8	75	1,278	3	
New Hampshire	8	104	2,332	4	
West Virginia	8	30	342	1	6
Idaho	7	20	95		10
Oklahoma	6	10	158	1	2
Rhode Island	5	57	1,252	3	
Vermont	4	8	58		1
Missouri	3	71	2,527	2	
Nevada	3	8	95		3
New Mexico	3	5	32		2
South Carolina	3	13	178	1	
Virginia	3	15	440	2	
Alaska	2	4	51		
Georgia	2	5	132	1	
Kentucky	2	6	49		2
Mississippi	2	11	63		8
Alabama	1	3	87		
Arizona	1	3	29		
Delaware	1	44	1,164	1	
District of Columbia	1		1,120	1	
Louisiana	1	5	72		
Maryland	1	55	2,105	1	
North Carolina	1	15	35		15
Tennessee	1	44	159	1	44
Arkansas					
Florida					
Total	999	6,632	252,808	229	749

The State from which the greatest number of reports from individual communities was received, was, as is shown in the foregoing table, Massachusetts. Of the 98 places reporting from that State, 45 had 100 or more students enrolled. In contrast to this was Washington, from which only two fewer reports were received. But in its 96 places only 1,684 students were reported and only two of these places had 100 or more students enrolled, while it had 104 classes averaging 5 students or less. The reason for this contrast is obvious. While Massachusetts has 968,864 foreign-born whites 20 years of age and over living in cities, there are only 30,393 of that age in rural districts. On the other hand, Washington's foreign-born population of those ages is distributed so that 93,452 are in rural districts. The two cities reporting 100 or over in classes—Seattle and Tacoma—have, with Spokane, the large foreign-born white population. In Montana 48 of its 64 classes average 5 students or fewer, and in North Dakota 71 classes average 5 students or less in the total number of 94 classes reported. Just about half of Oregon's classes are of this small size, and the same proportion is seen in Idaho's report.

Continuing the inspection of this table, it is seen that the following States report 15 or more places that have 100 or more students enrolled: Massachusetts, New York, California, Pennsylvania, Connecticut, and New Jersey, all of which are among the States having 100,000 or more foreign-born whites. A further study along this line will appear later in this report.

There seems to have been a tendency for communities to feel that unless they have a large foreign-born population they have no need for this work, and, even if the need were recognized, that a class could not be started unless at least 10, and more often 15 or 20, aliens signified a desire to attend such a class. But the figures shown in the last column of Table 7 show that much of this work is really done in small classes, often, indeed, through individual instruction according to the rural plan evolved by this bureau. The following States each reported 20 or more classes averaging 5 members or less: Washington, Minnestota, California, Montana, Oregon, Wisconsin, Colorado, Connecticut, New Jersey, North Dakota, South Dakota, and Tennessee. Many of these are doubtless home classes for women.

It would appear, then, that the work is being conducted not only in large cities with large classes, but that an appreciable amount is taken care of by means of small classes and individual instruction.

HAS THE ALIEN LIVING IN A RURAL OR ISOLATED COMMUNITY ANY OPPORTUNITY FOR THIS INSTRUCTION?

In a good proportion of the States there has been instituted a plan through which the county superintendent of schools, the clerk of the naturalizing court, the Bureau of Naturalization, and interested public-spirited teachers or citizens under public-school supervision cooperate in making possible the instruction of candidates for citizenship who do not have the opportunity to attend regularly organized classes. It will be seen that all but 16 States report some classes averaging 5 or less, and that in Washington, Minnesota, California, Montana, Oregon, Wisconsin, Colorado, Connecticut. New Jersey, North Dakota, South Dakota, Iowa, Utah, Idaho, Mississippi, North Carolina, and Tennessee considerable work is being done through these small classes. In fact 272 of the classes reported were conducted for the benefit of but one candidate for citizenship.

HOW MANY CITIES HAVING OVER 1,000 FOREIGN BORN OFFER FACILITIES FOR THE WORK? WHAT PER CENT IS THIS OF THE TOTAL NUMBER OF SUCH CITIES?

The following tables give interesting information and suggest further investigation:

TABLE 8.—*Number of places having 1,000 or more foreign-born white population which reported classes, with the number of classes and number of students enrolled*

	Total number	Number of such places reporting	Per cent of such places reporting classes	Number of classes reported	Number of students reported
Places of—					
100,000 population and over	68	59	86.8	3,022	178,684
25,000 to 100,000	192	136	70.8	1,479	41,119
10,000 to 25,000	311	140	45.0	620	14,478
2,500 to 10,000	328	110	33.5	308	5,759
Total	899	445		5,429	240,040

This table shows that 240,040 students are reported as having attended English and citizenship classes in towns of 2,500 population or over which had 1,000 or more foreign-born white inhabitants. The total number of students reported from all places is 252,808. It will thus be seen that only 12,768 of the total number of students were in places which had fewer than 1,000 foreign-born whites. This is what would naturally be expected, but when it is considered that nearly one-fourth (3,355,771, or 24.4 per cent) of the total foreign-born white population of the United States is in rural districts, this small number of rural students having opportunity to prepare for citizenship suggests that the rural communities should take better care of this problem, even though some rural students are cared for in neighboring towns or cities. However, the correspondence of the bureau shows that it is not because of lack of interest and effort on the part of county superintendents and rural teachers that these conditions exist.

TABLE 9.—*Showing the 59 places of 100,000 or more population, which have 1,000 or more foreign-born white, as reported by the census of 1920, and which reported classes in English and citizenship conducted during the school year 1922–23; also the number of classes and number of students reported by each*

State	City	Number foreign-born white	Number of classes	Total enrollment
Alabama	Birmingham	6,084	3	87
California	Los Angeles	112,057	295	9,218
	San Francisco	140,200	5	1,042
Colorado	Denver	37,620	21	1,486
Connecticut	Bridgeport	46,414	44	1,137
	New Haven	45,686	25	709
Delaware	Wilmington	16,279	44	1,164

TABLE 9.—*Showing the 59 places of 100,000 or more population, etc.*—Contd.

State	City	Number foreign-born white	Number of classes	Total enrollment
District of Columbia	Washington	28,548		1,120
Georgia	Atlanta	4,738	4	114
Illinois	Chicago	805,482	45	13,869
Indiana	Indianapolis	16,958	5	191
Iowa	Des Moines	11,224		40
Kansas	Kansas City	11,656	75	445
Kentucky	Louisville	11,621	4	39
Maryland	Baltimore	83,911	55	2,105
Massachusetts	Boston	238,919	212	4,670
	Cambridge	32,104	63	995
	Fall River	42,331	27	734
	Lowell	38,040	33	640
	New Bedford	48,689	173	2,575
	Springfield	31,250	58	1,103
	Worcester	53,418	91	1,565
Michigan	Detroit	289,297	220	10,485
	Grand Rapids	28,355	14	1,105
Minnesota	Minneapolis	88,032	354	3,296
	St. Paul	51,595	38	1,077
Missouri	Kansas City	27,320	16	423
	St. Louis	103,239	50	2,050
Nebraska	Omaha	35,381	46	2,274
New Jersey	Jersey City	75,981	5	245
	Newark	117,003	59	2,709
	Paterson	45,145	30	775
	Trenton	30,073	20	5.7
New York	Albany	17,636		540
	Buffalo	121,530		5,167
	New York City	1,991,547		61,268
	Rochester	71,321		2,710
	Syracuse	32,321		1,606
	Yonkers	25,700		497
Ohio	Akron	37,889	99	2,421
	Cincinnati	42,827	37	1,306
	Cleveland	239,538	111	11,273
	Columbus	16,055	31	952
	Dayton	13,111	21	424
	Toledo	38,145	67	1,806
	Youngstown	33,834	2	32
Oregon	Portland	47,114	36	1,342
Pennsylvania	Philadelphia	397,927	180	8,729
	Pittsburgh	120,266	136	4,633
	Reading	9,553	6	154
	Scranton	28,568	32	952
Rhode Island	Providence	68,951	19	814
Tennessee	Nashville	2,387	44	159
Texas	Dallas	8,730	11	328
Utah	Salt Lake City	19,434	3	44
Virginia	Norfolk	6,587	5	195
	Richmond	4,637	8	181
Washington	Seattle	73,875	4	712
Wisconsin	Milwaukee	110,068	36	1,517

THE FOLLOWING PLACES IN THIS CLASS DID NOT REPORT

	Number foreign-born white		Number foreign-born white		Number foreign-born white
California:		New Jersey:		Texas—Continued.	
*Oakland	45,162	*Camden	20,262	Houston	12,012
Connecticut:		Tennessee:		San Antonio	36,646
*Hartford	40,667	Memphis	5,775	Washington:	
Louisiana:		Texas:		*Spokane	16,826
*New Orleans	25,992	*Fort Worth	7,359		

* The bureau has reason to believe that those places in this table preceded by an asterisk conducted classes during 1922–23, though they sent in no statistical report.

TABLE 10.—*Showing the 136 places of 25,000 to 100,000 population, which have 1,000 or more foreign-born white, as reported by the census of 1920, and which reported classes in English and citizenship conducted during the school year 1922–23; also the number of classes and number of students reported by each*

State	City	Number foreign-born white	Number of classes	Total enrollment
Arizona	Phoenix	4,045	3	29
California	Alameda	5,877	15	295
	Berkeley	9,573	14	592
	Fresno	8,552	1	29
	Long Beach	6,799	35	702
	Pasadena	6,785	7	341
	Sacramento	10,873	5	350
	San Diego	13,295	16	564
Colorado	Colorado Springs	2,604	1	17
	Pueblo	7,393	2	64
Connecticut	Meriden	7,909	4	225
	New Britain	21,230	17	601
	New London	5,840	11	364
	Norwalk	5,955	4	149
	Stamford	10,704	22	498
	Waterbury	29,894	23	855
Georgia	Savannah	3,247	1	18
Illinois	Aurora	6,476	2	36
	Bloomington	2,831	6	61
	East St. Louis	6,782	4	46
	Evanston	6,771	13	233
	Joliet	8,490	13	332
	Peoria	7,790	2	68
	Quincy	2,411	1	12
	Rock Island	5,352	2	36
Indiana	East Chicago	14,663	14	395
	Gary	16,400	18	600
	Hammond	8,118	2	43
	Kokomo	1,166	1	18
	Richmond	1,127	2	21
	South Bend	13,391	4	124
Iowa	Cedar Rapids	5,863	6	197
	Council Bluffs	3,988	3	60
	Davenport	7,644	5	98
	Dubuque	4,221	3	66
	Sioux City	11,216	9	258
	Waterloo	2,929	2	58
Kansas	Wichita	3,021	3	22
Louisiana	Shreveport	1,296	5	72
Maine	Bangor	3,740	----------	25
	Lewiston	10,292	11	329
	Portland	13,229	22	503
Massachusetts	Brockton	17,124	32	535
	Brookline	9,360	3	70
	Chelsea	17,198	25	676
	Chicopee	12,182	5	220
	Everett	11,079	34	373
	Fitchburg	13,162	10	185
	Haverhill	13,207	27	310
	Holyoke	20,255	36	640
	Lawrence	39,063	49	1,077
	Lynn	27,858	47	1,013
	Malden	14,105	34	782
	Medford	8,554	5	55
	Newton	10,179	21	299
	Pittsfield	8,211	12	334
	Quincy	13,749	33	575
	Revere	8,847	24	350
	Salem	11,203	16	320
	Somerville	24,182	21	466
	Taunton	9,998	17	268
	Waltham	8,104	37	477
Michigan	Battle Creek	3,378	1	27
	Bay City	8,954	1	9
	Flint	15,127	11	230
	Highland Park	12,661	----------	181
	Jackson	5,316	6	118
	Kalamazoo	7,207	5	63
	Lansing	5,985	7	167
	Muskegon	6,780	8	65
	Pontiac	5,185	1	49
	Saginaw	11,605	16	----------

TABLE 10.—*Showing the 136 places of 25,000 to 100,000 population, etc.*—Contd.

State	City	Number foreign-born white	Number of classes	Total enrollment
Minnesota	Duluth	30,118	43	955
Missouri	St. Joseph	6,423	5	54
Montana	Butte	11,454	2	153
Nebraska	Lincoln	7,198	18	326
New Hampshire	Manchester	27,516	48	1,359
New Jersey	Atlantic City	7,009	8	244
	Bayonne	25,472	120	409
	Clifton	9,611	6	230
	Hoboken	23,496	15	422
	Irvington	5,508	2	80
	Montclair	5,159	18	232
	New Brunswick	8,935	28	770
	Passaic	26,365	12	630
	Perth Amboy	14,918	7	292
	West Hoboken	14,076	8	365
New York	Amsterdam	9,807	----------	304
	Auburn	7,579	----------	211
	Binghamton	10,368	----------	1,176
	Elmira	4,796	----------	59
	Jamestown	11,415	----------	587
	Kingston	2,763	----------	88
	Mount Vernon	10,090	----------	555
	New Rochelle	8,457	----------	480
	Newburgh	4,939	----------	113
	Niagara Falls	17,886	----------	826
	Poughkeepsie	5,530	----------	268
	Rome	5,234	----------	307
	Schenectady	20,490	----------	1,309
	Troy	11,483	----------	280
	Utica	23,257	----------	1,610
	Watertown	5,829	----------	61
Ohio	East Cleveland	3,843	(1)	(1)
	Lakewood	7,255	(1)	(1)
	Lima	1,917	1	28
	Lorain	11,927	5	117
	Springfield	2,757	2	27
	Warren	4,677	----------	24
Oklahoma	Tulsa	2,025	4	112
Pennsylvania	Allentown	8,612	13	689
	Bethlehem	10,943	18	743
	Easton	4,021	4	150
	Erie	17,370	32	645
	Harrisburg	4,144	9	188
	Johnstown	12,142	10	341
	Lancaster	2,714	4	40
	McKeesport	11,870	11	368
	New Castle	8,693	3	129
	Norristown	4,297	3	63
	Williamsport	2,266	3	76
Rhode Island	Woonsocket	16,026	29	293
South Carolina	Charleston	2,143	2	50
South Dakota	Sioux Falls	2,961	20	207
Texas	Wichita Falls	1,720	1	26
Utah	Ogden	4,609	4	116
Washington	Bellingham	5,328	1	56
	Everett	5,741	3	77
	Tacoma	20,563	8	395
West Virginia	Wheeling	5,796	5	76
Wisconsin	Green Bay	3,565	1	20
	Kenosha	12,714	21	469
	Madison	4,852	9	178
	Oshkosh	5,794	2	24
	Racine	16,199	23	376
	Sheboygan	8,274	8	188

[1] Included in Cleveland report.

TABLE 10.—*Showing the 136 places of 25,000 to 100,000 population, etc.*—Contd.

THE FOLLOWING PLACES IN THIS CLASS DID NOT REPORT

	Number foreign-born white		Number foreign-born white		Number foreign-born white
Alabama:		Kentucky:		Pennsylvania:	
Mobile	2,006	Covington	2,883	Altoona	5,312
Arkansas:		Newport	2,093	Chester	11,292
Little Rock	1,798	Maryland:		Hazelton	6,023
California:		Cumberland	1,163	*Wilkes-Barre	14,567
*San Jose	7,820	Michigan:		York	1,193
*Stockton	6,981	*Hamtramck	23,062	Rhode Island:	
Florida:		*Port Huron	6,346	*Cranston	7,516
*Jacksonville	3,894	New Hampshire:		Newport	5,752
*Miami	2,563	*Nashua	8,792	*Pawtucket	21,024
Pensacola	1,445	New Jersey:		Tennessee:	
*Tampa	10,666	East Orange	6,780	Chattanooga	1,240
Illinois:		*Elizabeth	28,215	Texas:	
*Cicero (town)	15,466	Kearny	7,904	Austin	2,547
Danville	1,916	Orange	6,963	*Beaumont	1,918
*Decatur	2,590	Plainfield	5,502	*El Paso	33,353
Elgin	5,055	West New York	8,928	Galveston	6,892
Moline	7,391	Ohio:		Waco	1,767
Oak Park (village)	5,634	Canton	14,680	Virginia:	
*Rockford	17,343	*Hamilton	2,663	Newport News	2,047
*Springfield	6,255	Mansfield	3,207	*Portsmouth	1,543
Indiana:		Newark	1,505	West Virginia:	
*Evansville	3,145	Steubenville	5,581	*Charleston	1,354
Fort Wayne	6,634	Zanesville	1,272	Clarksburg	1,937
*Terre Haute	3,667	Oklahoma:		Wisconsin:	
Kansas:		*Oklahoma City	3,477	*LaCrosse	4,447
*Topeka	4,000			*Superior	10,764

*The bureau has reason to believe that those places in this table preceded by an asterisk conducted classes during 1922-23, though they sent in no statistical report.

TABLE 11.—*Showing the 140 places of 10,000 to 25,000 population which have 1,000 or more foreign-born white, as reported by the census of 1920, and which reported classes in English and citizenship conducted during the school year 1922-23; also the number of classes and number of students reported by each*

State	City	Number foreign-born white	Number of classes	Total enrollment
California	Pomona	1,539	1	6
	Richmond	3,602	----------	372
	Riverside	2,810	4	141
	San Bernardino	3,490	3	186
	Santa Monica	2,646	5	279
Colorado	Greeley	1,087	2	20
	Trinidad	1,289	1	29
Connecticut	Ansonia	6,017	3	81
	Bristol	5,638	7	228
	Danbury	3,999	6	173
	Derby	3,578	2	56
	Middletown	3,675	5	148
	Naugatuck	4,809	7	159
	Norwich	5,701	4	148
	Willimantic	3,190	2	52
Idaho	Boise	1,892	10	84
Illinois	Belleville	2,393	2	45
Indiana	Elkhart	1,526	2	31
	La Fayette	1,372	1	19
	Laporte	2,216	1	22
	Mishawaka	2,303	2	60
	Whiting	3,674	5	146
Iowa	Iowa City	1,029	3	38
	Marshalltown	1,304	2	20
	Mason City	2,665	2	15
Maine	Auburn	2,586	7	90
	Augusta	2,281	1	24
Massachusetts	Adams	3,949	14	264
	Amesbury	2,158	8	156
	Arlington	4,097	10	31
	Attleboro	4,723	5	90
	Belmont	2,537	3	36

TABLE 11.—*Showing the 140 places of 10,000 to 25,000 population, etc.*—Contd.

State	City	Number foreign-born white	Number of classes	Total enrollment
Massachusetts	Beverly	5,314	10	169
	Clinton	4,111	3	54
	Danvers	2,178	2	29
	Dedham	2,807	1	38
	Easthampton	3,459	7	116
	Framingham	4,001	15	321
	Gardner	5,556	36	535
	Gloucester	5,883	9	96
	Leominster	4,984	7	116
	Marlborough	3,133	9	125
	Melrose	3,249	8	65
	Natick	2,078	7	122
	Newburyport	3,145	3	82
	North Adams	5,014	5	89
	Northampton	4,945	7	102
	Northbridge	3,696	3	55
	Norwood	4,256	2	91
	Peabody	7,095	10	206
	Plymouth	3,840	9	121
	Saugus	2,450	3	36
	Southbridge	4,167	14	203
	Wakefield	3,312	11	148
	Watertown	5,792	9	306
	Webster	3,731	13	183
	Westfield	4,543	14	237
	West Springfield	2,880	7	114
	Winchester	2,169	5	65
	Winthrop	3,238	3	59
	Woburn	3,927	1	16
Michigan	Ironwood	5,871	28	564
	Marquette	3,051	2	51
	Sault Ste. Marie	3,780	2	35
Minnesota	Austin	1,162	1	12
	Hibbing	5,525	32	592
	Mankato	1,797	2	17
	St. Cloud	2,190	2	21
Montana	Anaconda	3,196	1	10
	Great Falls	4,272	10	155
	Missoula	1,709	1	2
Nebraska	Hastings	1,479	1	15
New Hampshire	Berlin	5,879	22	382
	Keen	1,407	3	36
	Laconia	2,068	12	194
New Jersey	Bloomfield	4,587	2	54
	Englewood	2,450	3	113
	Hackensack	3,511	18	257
	Long Branch	2,408	3	73
	Rahway	1,955	1	42
New Mexico	Albuquerque	1,401	2	13
New York	Batavia	2,162	----------	68
	Beacon	3,010	----------	14
	Cohoes	5,255	----------	78
	Corning	1,983	----------	63
	Cortland	1,313	----------	85
	Dunkirk	4,571	----------	65
	Fulton	1,952	----------	85
	Geneva	2,422	----------	52
	Glens Falls	1,853	----------	66
	Gloversville	3,669	----------	242
	Herkimer	2,381	----------	83
	Hornell	1,204	----------	131
	Hudson	1,854	----------	125
	Ithaca	1,609	----------	79
	Johnstown	2,676	----------	95
	Lackawanna	6,789	----------	268
	Little Falls	3,538	----------	342
	Lockport	3,226	----------	45
	Middletown	2,048	----------	35
	North Tonawanda	4,054	----------	100
	Olean	3,002	----------	49
	Oneida	1,056	----------	36
	Ossining	1,986	----------	43
	Oswego	3,620	----------	176
	Peekskill	2,014	----------	47
	Port Chester	4,758	----------	161
	Rensselaer	1,067	----------	15
	Saratoga Springs	1,489	----------	49
	Tonawanda	2,007	----------	19
	Watervliet	2,500	----------	84
	White Plains	4,169	----------	251

TABLE 11.—*Showing the 140 places of 10,000 to 25,000 population, etc.*—Contd.

State	City	Number foreign-born white	Number of classes	Total enrollment
North Dakota	Grand Forks	3,084	12	219
Ohio	Cleveland Heights	1,896	(1)	(1)
	Elyria	3,321	12	140
	Kenmore	1,662	(2)	(2)
	Sandusky	2,670	3	73
Oregon	Astoria	4,509	7	135
	Salem	1,983	1	41
Pennsylvania	Beaver Falls	2,656	3	73
	Berwick	1,593	2	78
	Bradford	1,845	15	101
	Coatesville	1,751	2	14
	Duquesne	5,790	11	171
	Greensburg	1,817	4	89
	Woodlawn	4,892	3	102
South Dakota	Aberdeen	2,171	10	83
Texas	Corpus Christi	1,886	1	7
Vermont	Rutland	1,637	5	34
Washington	Hoquiam	2,436	2	74
	Vancouver	1,403	1	12
	Yakima	1,843	1	15
Wisconsin	Ashland	2,825	3	56
	Beloit	2,819	2	35
	Eau Claire	3,538	2	28
	Manitowoc	2,243	2	23
	Marinette	3,033	1	24
	Stevens Point	1,599	1	10
	Wausau	3,286	2	24
Wyoming	Casper	1,123	2	21

[1] Included in Cleveland report. [2] Included in Akron report.

THE FOLLOWING PLACES IN THIS CLASS DID NOT REPORT

	Number foreign-born white		Number foreign-born white		Number foreign-born white
Arizona:		Illinois—Continued.		Michigan—Contd.	
Tucson	5,181	*Streator	2,834	Monroe	1,176
California:		Waukegan	4,867	Owosso	1,687
Bakersfield	2,491	Indiana:		Traverse City	1,627
Eureka	3,122	Clinton	2,334	*Wyandotte	4,010
*Glendale	1,561	Logansport	1,068	Minnesota:	
Santa Ana	1,844	Michigan City	3,500	Faribault	1,303
*Santa Barbara	3,864	Iowa:		Rochester	1,837
Santa Cruz	1,852	*Boone	1,227	*Virginia	4,818
Vallejo	2,594	Burlington	2,730	Winona	3,053
*Venice	1,740	Clinton	3,739	Montana:	
Connecticut:		Fort Dodge	2,237	*Billings	1,832
*Torrington	6,924	Fort Madison	1,688	*Helena	2,037
Florida:		Muscatine	1,658	Nebraska:	
Key West	3,235	Ottumwa	1,263	Grand Island	1,673
Idaho:		Kansas:		*North Platte	1,317
*Pocatello	2,011	Leavenworth	1,680	Nevada:	
Illinois:		*Pittsburg	1,039	Reno	2,085
Alton	1,670	Maine:		New Hampshire:	
Berwyn	3,707	Bath	1,987	*Concord	4,039
Blue Island	2,408	*Biddeford	6,338	*Dover	2,565
*Chicago Heights	6,156	*Waterville	2,946	Portsmouth	2,282
Forest Park	2,978	Massachusetts:		New Jersey:	
Freeport	2,083	Braintree	2,276	Asbury Park	1,357
Galesburg	2,925	Greenfield	2,555	Belleville	3,423
*Granite City	2,058	Methuen	5,203	Garfield	8,521
Herrin	1,307	Milford	3,763	Gloucester	1,473
Jacksonville	1,021	Weymouth	2,677	Harrison	5,294
Kankakee	2,121	Michigan:		Millville	1,060
Kewanee	3,270	Alpena	2,506	Morristown	2,331
La Salle	2,942	Ann Arbor	2,473	*Phillipsburg	2,293
*Lincoln	1,218	*Benton Harbor	1,686	Roosevelt	5,102
Maywood	2,576	*Escanaba	2,948	Summit	2,162
Ottawa	1,354	*Holland	2,149	Union	5,862
Pekin	1,224	*Ishpeming	3,207	West Orange	3,419

* The bureau has reason to believe that those places in this table preceded by an asterisk conducted classes during 1922-23, though they sent in no statistical report.

TABLE 11.—*Showing the 140 places of 10,000 to 25,000 population, etc.*—Contd.

PLACES NOT REPORTING—Continued

	Number foreign-born white		Number foreign-born white		Number foreign-born white
New York:		Pennsylvania—Contd.		Rhode Island—Contd.	
Ilion	1,124	Farrell	6,504	Cumberland	3,289
Ogdensburg	2,739	Homestead	5,945	East Providence	4,863
North Dakota:		Jeannette	2,131	Warwick	2,986
*Fargo	3,788	*Lebanon	1,808	*West Warwick	4,828
*Minot	1,542	*McKees Rocks	5,379	Texas:	
Ohio:		Mahanoy City	3,520	Brownsville	3,782
Alliance	3,025	*Meadville	1,248	Del Rio	4,550
Ashtabula	4,629	*Monessen	6,352	Laredo	12,099
*Barberton	4,476	Mt. Carmel	3,555	Port Arthur	1,413
Bellaire	2,691	Nanticoke	6,589	Utah:	
East Liverpool	1,839	New Kensington	2,924	Provo	1,043
*East Youngstown	5,721	North Braddock	3,971	Vermont:	
*Fremont	1,080	Oil City	2,347	Barre	3,300
Martins Ferry	1,874	Old Forge	4,046	Burlington	3,116
Massillon	1,845	Olyphant	2,941	Washington:	
*Middletown	1,314	Phoenixville	1,933	*Aberdeen	4,221
Niles	3,256	Pittston	4,720	*Walla Walla	1,804
Norwood	1,666	Plymouth	3,948	West Virginia:	
Salem	1,417	*Pottstown	1,299	Fairmont	1,276
Pennsylvania:		*Pottsville	1,554	Wisconsin:	
*Ambridge	4,545	Punxsutawney	1,139	*Appleton	2,744
*Braddock	6,415	Shamokin	2,211	Fond du Lac	2,848
Bristol	2,453	*Sharon	4,240	*Janesville	2,217
Butler	2,370	Shenandoah	7,775	Waukesha	1,869
Canonsburg	2,740	*Steelton	2,896	*West Allis	3,804
Carbondale	2,813	Swissvale	1,636	Wyoming:	
Carnegie	2,660	Tamaqua	1,141	Cheyenne	2,201
Carrick	1,282	Uniontown	1,627		
Charleroi	3,007	Warren	2,187		
Connellsville	1,401	Washington	1,783		
Dixon City	3,542	Wilkinsburg	2,167		
Donora	4,290	Rhode Island:			
Du Bois	1,873	*Bristol	4,473		
Dunmore	4,475	Central Falls	9,456		

*The bureau has reason to believe that those places in this table preceded by an asterisk conducted classes during 1922-23, though they sent in no statistical report.

TABLE 12.—*Showing the 110 places of 2,500 to 10,000 population, which have 1,000 or more foreign-born white, as reported by the census of 1920, and which reported classes in English and citizenship conducted during the school year 1922-23; also the number of classes and number of students reported by each*

State	Place	Number foreign-born white	Number of classes	Total enrollment
California	Alhambra	1,139	1	7
	Monterey	1,106	3	31
	Petaluma	1,221	2	62
	Pittsburg	1,670	4	126
	San Mateo	1,373	4	150
	San Rafael	1,332	2	74
	Santa Rosa	1,465	1	3
Colorado	Leadville	1,173	1	10
Connecticut	Greenwich	1,438	7	187
	Putnam	1,936	4	72
	Southington	1,287	2	41
	Wallingford	2,759	3	83
	Winsted	1,565	3	61
Illinois	Winnetka	1,304	(1)	(1)
Kansas	Frontenac	1,078	2	35
Maine	Rumford	2,712	24	182
	Westbrook	1,844	7	50
Massachusetts	Barre	1,075	5	59
	Blackstone	1,150	(2)	(2)
	Bridgewater	2,406	3	52
	Canton	1,465	3	69
	Easton	1,111	2	12
	Franklin	1,673	3	39
	Great Barrington	1,180	2	38

[1] Included in Evanston report. [2] Included in Woonsocket (R. I.) report.

TABLE 12.—*Showing the 110 places of 2,500 to 10,000 population, etc.*—Contd.

State	Place	Number foreign-born white	Number of classes	Total enrollment
Massachusetts	Hardwick	1,013	3	45
	Lexington	1,342	1	12
	Ludlow	3,249	10	124
	Maynard	2,966	12	339
	Milton	2,066	2	27
	Needham	1,806	2	29
	North Attleboro	1,953	2	15
	Provincetown	1,035	3	58
	Stoneham	1,396	2	31
	Stoughton	1,592	3	21
	Swampscott	1,553	3	60
	Walpole	1,210	5	53
	Winchendon	1,210	3	56
Michigan	Bessemer	2,084	12	185
	Muskegon Heights	1,783	2	39
	Negaunee	2,453	3	43
	Norway	1,629	6	6
	River Rouge	2,348	4	42
	Wakefield	1,472	9	143
Minnesota	Albert Lea	1,271	3	46
	Aurora	1,144	8	142
	Chisholm	3,412	21	448
	Ely	1,827	5	131
	Eveleth	2,662	20	460
	Gilbert	1,306	6	187
	Little Falls	1,035	9	16
	Owatonna	1,147	1	6
	Stillwater	1,664	1	9
	Willmar	1,299	2	9
Montana	Red Lodge	1,518	1	4
Nebraska	Scottsbluff	1,109	3	38
New Hampshire	Claremont	2,179	11	199
	Rochester	1,484	4	60
	Somersworth	2,282	2	62
New Jersey	Carlstadt	1,253	(3)	(3)
	East Rutherford	1,431	1	40
	Haledon	1,235	(4)	(4)
	Little Ferry	1,066	(5)	(5)
	Lodi	3,239	(6)	(6)
	Prospect Park	1,540	(7)	(7)
	Red Bank	1,334	2	47
	Ridgefield	1,753	(8)	(8)
	Roselle	1,241	2	51
	Roselle Park	1,075	2	26
	Rutherford	1,426	2	38
	Secaucus	1,968	(7)	(7)
	South Amboy	1,503	(9)	(9)
	South River	2,642	4	107
	Wallington	2,206	(9)	(9)
	Westfield	1,230	2	71
New York	Depew	2,286	----------	70
	Endicott	2,073	----------	249
	Frankfort	1,082	----------	48
	Glen Cove	2,418	----------	49
	Hastings-upon-Hudson	1,717	----------	40
	Massena	1,402	----------	133
	Mechanicsville	1,469	----------	83
	Salamanca	1,220	----------	28
	Solvay	2,232	----------	191
North Dakota	Bismarck	1,086	12	35
	Dickinson	1,055	1	11
	Mandan	1,022	3	28
Pennsylvania	Barnesboro	1,137	2	38
	Coaldale	1,703	(10)	(10)
	Conshohocken	3,783	1	13
	Lansford	2,692	1	38
	Latrobe	1,255	4	76
	Northampton	2,755	2	67
	Summit Hill	1,135	(10)	(10)
	Barrington	1,042	6	118
Rhode Island	Coventry	1,161	2	19
	Johnston	2,250	(11)	(11)
	Lincoln	3,351	(12)	(12)

[3] Reported under East Rutherford.
[4] Included in Paterson report.
[5] Included in Hackensack report.
[6] Included in Passaic report.
[7] Included in West Hoboken report.
[8] Included in Perth Amboy report.
[9] Included in East Rutherford report.
[10] Included in Lansford report.
[11] Included in Providence report.
[12] Included in Woonsocket report.

TABLE 12.—*Showing the 110 places of 2,500 to 10,000 population, etc.*—Contd.

State	Place	Number foreign-boon white	Number of classes	Total enrollment
Rhode Island	North Providence	[13] 2,770	(13)	(13)
	Warren	[14] 2,520	(14)	(14)
South Dakota	Lead	1,197	4	38
Vermont	Montpelier	1,092	1	5
Washington	Bremerton	1,160	1	9
	Port Angeles	1,057	1	1
Wisconsin	Cudahy	2,455	2	58
	Marshfield	1,120	1	7
	Menominee	1,026	1	6
	Rhinelander	1,198	2	122
	South Milwaukee	2,089	2	30
	Stoughton	1,300	1	7
	Wisconsin Rapids	1,000	1	7

[13] Included in Providence report. [14] Included in Barrington report.

THE FOLLOWING PLACES IN THIS CLASS DID NOT REPORT

	Number foreign-born white		Number foreign-born white		Number foreign-born white
Arizona:		Illinois—Contd.		Michigan—Contd.	
*Bisbee	3,266	Staunton	1,692	*Gladstone	1,186
Clifton	1,186	Summit	1,545	Grand Haven	1,257
*Douglas	2,858	West Frankfort	1,585	*Hancock	2,119
Globe	1,451	West Hammond	2,229	*Iron Mountain	2,518
Jerome	1,892	Westville	1,646	*Iron River	1,167
Miami	2,859	Zion	1,138	Laurium	1,691
Nogales	2,570	Maine:		Ludington	1,765
California:		Brunswick	1,233	Manistee	2,411
Anaheim	1,005	Calais	1,426	*Manistique	1,448
*Brawley	1,563	Old Town	1,210	*Menominee	1,834
*Calexico	2,287	*Saco	1,210	*Mount Clemens	1,482
Corona	1,191	South Portland	1,066	St. Joseph	1,467
Daly City	1,334	Massachusetts:		Minnesota:	
*Martinez	1,001	Agawam	1,151	Bemidji	1,698
*Napa	1,156	Andover	2,297	Brainerd	1,855
*Oxnard	1,308	Athol	1,902	*Cloquet	1,595
Redlands	1,485	Chelmsford	1,428	Crookston	1,415
San Leandro	1,800	Concord	1,538	*Fergus Falls	2,040
Santa Clara	1,589	Dartmouth	2,073	Hastings	1,012
Santa Paula	1,071	Dracut	1,575	Moorhead	1,203
*South San Francisco	1,971	Fairhaven	1,826	*New Ulm	1,473
Connecticut:		Grafton	2,041	*Red Wing	1,653
Rockville	2,228	*Hudson	2,141	St. Peter	1,126
Shelton	2,830	Ipswich	2,182	*South St. Paul	2,338
Stafford Springs	1,059	Mansfield	1,281	*Two Harbors	1,494
Florida:		Medfield	1,112	Nebraska:	
*West Tampa	3,044	Middleborough	1,448	Fremont	1,252
Illinois:		Millbury	1,248	New Hampshire:	
Batavia	1,017	Montague	1,872	Franklin	1,503
Benld	1,256	North Andover	1,904	New Jersey:	
Collinsville	1,720	*Palmer	2,722	Boonton	1,203
DeKalb	1,887	Reading	1,203	Bound Brook	1,587
East Moline	2,423	Rockland	1,063	Burlington	1,250
*Harvey	2,056	South Hadley	1,393	Cliffside Park	1,887
Highland Park	1,153	Tewksbury	1,639	Dover	1,660
Johnston City	1,581	Uxbridge	1,179	Edgewater	1,010
Lake Forest	1,151	Ware	2,566	Fairview	1,706
Madison	1,428	Wellesley	1,330	Fort Lee	1,366
Melrose Park	2,615	Westborough	1,047	Franklin	1,511
Nokomis	1,127	Westford	1,134	Guttenberg	2,392
North Chicago	1,948	Whitman	1,048	Hammonton	1,652
Oglesby	1,432	Michigan:		Hawthorne	1,253
Peru	1,812	Albion	1,035	Madison	1,081
St. Charles	1,292	Cadillac	1,472	North Plainfield	1,086
Spring Valley	2,220	Cheboygan	1,089	Nutley	2,023
		Ford	1,325	*Raritan	1,744

*The bureau has reason to believe that those places in this table preceded by an asterisk conducted classes during 1922-23, though they sent in no statistical report.

TABLE 12.—*Showing the 110 places of 2,500 to 10,000 population, etc.*—Contd.

PLACES NOT REPORTING—Continued

	Number foreign-born white		Number foreign-born white		Number foreign-born white
New Jersey—Con.		Pennsylvania—Con.		Pennsylvania—Con.	
South Orange	1,125	Exeter	1,348	Titusville	1,051
Vineland	1,435	*Ford City	1,786	Turtle Creek	1,303
New York:		Forest City	1,761	Vandergrift	1,387
Fredonia	1,124	Freeland	1,285	West Hazelton	1,324
Freeport	1,119	Gilberton	1,198	West Homestead	1,015
Hempstead	1,131	Glassport	1,750	Wilmerding	1,818
Mamaroneck	1,416	Johnsonburg	1,280	Windber	2,768
*North Tarrytown	1,550	Kane	1,021	Winton	2,368
Rye	1,311	Kingston	1,822	Rhode Island:	
*Tarrytown	1,214	Kulpmont	1,209	Burrillville	2,189
*Tuckahoe	1,139	Larksville	2,364	Westerly	2,587
North Dakota:		Luzerne	1,475	Texas:	
*Devils Lake	1,019	McAdoo	1,320	Eagle Pass	2,711
*Jamestown	1,021	Marcus Hook	1,205	McAllen	2,686
Ohio:		Mayfield	1,040	Mercedes	1,311
Conneaut	1,351	Midland	2,287	*Mission	1,568
*Fairport Harbor	1,526	Millvale	1,172	San Benito	1,904
Girard	1,493	Miners Mills	1,282	Utah:	
Mingo Junction	1,062	Minersville	1,662	Logan	1,301
Struthers	1,467	Monongahela City	1,576	Vermont:	
West Park	1,906	Munhall	1,843	Newport	1,166
Pennsylvania:		Nanty Glo	1,373	St. Albans	1,102
Aliquippa	1,201	*New Brighton	1,036	St. Johnsbury	1,279
Archbald	2,178	Northampton Heights	2,005	Winooski	1,191
Arnold	1,823	*Palmerton	2,383	Washington:	
Ashley	1,521	Parsons	1,311	*Renton	1,014
Bentleyville	1,242	Rankin	2,655	West Virginia:	
Blakeley	1,391	Ridgway	1,048	*Benwood	1,499
Bridgeport	1,128	St. Clair (Allegheny County)	1,203	Wisconsin:	
Centerville	1,654	St. Clair (Schuylkill County)	1,231	Beaver Dam	1,199
*Clairton	1,965	Sharpsburg	1,874	*Chippewa Falls	1,608
Dupont	1,515	Sharpsville	1,105	*Hurley	1,048
Duryea	2,189	Swoyersville	2,232	Menasha	1,264
East Conemaugh	1,193	Tarentum	1,449	*Merrill	1,600
East Pittsburgh	1,926	Taylor	2,834	Neenah	1,164
Edwardsville	2,851	Throop	2,339	Watertown	1,499
Ellsworth	1,207			Wyoming:	
Ellwood City	1,876			*Rock Springs	2,154
Etna	1,479				

*The bureau has reason to believe that those places in this table preceded by an asterisk conducted classes during 1922–23, though they sent in no statistical reports.

It will be seen at once on consulting Table 8 that of the 899 places in the United States of 2,500 or more population, which have 1,000 or more foreign-born white, 445 reported classes in English and citizenship. This is a little less than 50 per cent of the total number. It must be remembered, however, that these figures represent only those places and classes which actually reported to the bureau on the statistical sheets upon which this study is based. Correspondence during the year shows that many other places really had classes even though they did not send in statistics at the end of the year. Such places are shown by asterisks in front of the places given at the ends of Tables 9, 10, 11, and 12 as not reporting classes. If to the 59 places of 100,000 or more population, which have 1,000 or more foreign born and which reported classes, there are added the six places which probably conducted classes, although no report was made to the bureau at the end of the year (see note at end of Table 9), the percentage of places of this class which have classes rises to 95.6. It would appear, therefore, that the cities where this

problem is greatest are assuming the responsibility of providing facilities for the training in citizenship of their foreign-born inhabitants. But the number enrolled in these classes is pitifully small when compared with the large number of foreign born outside, even after subtracting the number naturalized and those under age.

The percentage of places of between 25,000 and 100,000 population having 1,000 or more of foreign-born white which report classes will also be increased if places which did not report but which in all probability had classes are added to the 136 which did report. There were 27 of these places, which raises the per cent of the places in the 25,000 to 100,000 class which offer facilities from 70.3 to 84.4.

The same increase holds true for places in the 10,000 to 25,000 class (see note at end of Table 11), the number offering facilities being increased from 140 to 188 and the per cent rising from 45 to 60.5.

To the places from 2,500 to 10,000 population which have 1,000 or more foreign born which reported classes (see note at end of Table 12) 44 may probably be added, increasing this percentage to 43.9. The ratio remains the same, however, and it would be surprising if it were otherwise. There is therefore a substantial basis for assuming that the percentage of places of 2,500 or more population having 1,000 or more foreign-born white population which had, during 1922–23, facilities for their training for citizenship, was considerably larger than 50 per cent—in all probability 63.3 per cent, since 125 places might have been added to the 445 reporting.

It would seem that every community having as large a foreign-born population as 1,000 should, without question, maintain such classes as a part of the public-school system.

TABLE 13.—*Number of communities which furnished statistics of English and citizenship classes for 1922–23, and which also reported classes for one or more of the three years beginning with 1919–20*

Places reporting classes in 1922–23 1,064

Of the foregoing number of places—

136 reported classes for all four years.
98 reported classes for the last three years.
93 reported classes for the last two years.
462 reported classes for the last year only.
130 reported classes for one of the previous years, but not for 1921–22.
43 reported classes for two of the previous years, but not for 1921–22.

TABLE 14.—*Names of 136 communities which furnished statistics of English and citizenship classes for each of the last four years*

Alaska:
Latouche.
California:
Azusa.
Lemoore.
Los Angeles.
Colorado:
Fort Collins.
Frederick.

Colorado—Continued
Greeley.
Pueblo.
Walsenburg.
Connecticut:
Bridgeport.
Greenwich.
Meriden.
Naugatuck.

Connecticut—Con.
Putnam.
Stamford.
Stratford.
Watertown.
Willimantic.
Windsor.
District of Columbia:
Washington.

Georgia:
Savannah.
Illinois:
Peoria.
Rock Island.
Indiana:
Anderson.
Iowa:
Cedar Rapids

Iowa—Continued
Council Bluffs.
Kansas:
Kansas City.
Louisiana:
Shreveport.
Maine:
Auburn.
Massachusetts:
Adams.
Amesbury.
Attleboro.
Beverly.
Boston.
Brockton.
Chelsea.
Chicopee.
Clinton.
Easthampton.
Fall River.
Gardner.
Gloucester.
Holyoke.
Lawrence.
Leominster.
Ludlow.
Malden.
Maynard.
Melrose.
New Bedford.
Newton.
North Attleboro.
Plymouth.
Shirley.
Somerville.

Massachusetts—Con.
Taunton.
Warren.
Michigan:
Bessemer.
Detroit.
Ironwood.
Mohawk.
Negaunee.
Wakefield.
Minnesota:
Aurora.
Austin.
Biwabik.
Buhl, school district No. 35 (Buhl and Kinney).
Chisholm.
Duluth.
Ely.
Eveleth.
Gilbert.
Minneapolis.
St. Cloud.
St. Paul.
Missouri:
Kansas City.
Nebraska:
Lincoln.
Omaha.
Nevada:
Sparks.
New Hampshire:
Claremont.

New Jersey:
Atlantic City.
Bloomfield.
Clifton.
Englewood.
Irvington.
New Brunswick.
Passaic.
Paterson.
Rutherford.
Somerville.
Trenton.
New York:
Binghamton.
Canandaigua.
Elmira.
Jamestown.
Massena.
Newburgh.
Poughkeepsie.
Saratoga Springs.
Solvay.
Utica.
Ohio:
Akron.
Cincinnati.
Elyria.
Tiffin.
Toledo.
Oregon:
Astoria.
Wauna.
Pennsylvania:
Allentown.
Easton.

Pennsylvania—Con.
Harrisburg.
Johnstown.
Latrobe.
New Castle.
Philadelphia.
Pittsburgh.
Reading.
Scranton.
Rhode Island:
Providence.
Woonsocket.
South Dakota:
Aberdeen.
Texas:
Dallas.
Utah:
Salt Lake City.
Washington:
Hoquiam.
Olympia.
Wisconsin:
Antigo.
Beloit.
Eau Claire.
Kenosha.
Marinette.
Marshfield.
Racine.
South Milwaukee.
Stoughton.
Wyoming:
Laramie.
Sheridan.

Study of Tables 13 and 14 discloses information which may be surprising and, to some degree, encouraging.

At least 136 places in the United States have made English and citizenship classes for the adult foreign born a definite and permanent part of their public-school system, as evidenced by the fact that they have carried on the work without interruption during the last four years. Those who are familiar with the situation in the different places given in Table 14 will also realize that many of these places did work of this sort before 1919–20.

In addition to the 136 places which have carried on the work from 1919–20, there are 98 which have done so continuously from 1920–21 and 93 from 1921–22.

There is much reason for encouragement in the fact that 462 new places were reported for the first time in the year for which this report is made, even though many of these were small classes or classes in which candidates received individual instruction under public-school supervision.

It has been rather disconcerting to find that some places which have furnished facilities for the study of English and citizenship dropped the work after a year's experience, but the fact that 130 places again took up the work in 1922–23 after having had classes in 1919–20 or 1920–21 but no classes in 1921–22 shows that interest in this movement on the part of the public schools is really increasing, even though it may be very slowly.

It would appear also that the 43 places which had conducted classes for the two years beginning in 1919 and again for the year 1922–23, but which reported none for 1921–22, had only temporarily discontinued the work on account of special circumstances.

The report on the whole is encouraging; and if complete statistics had been received from every community whose public schools were engaged in adult immigrant education, the results would doubtless be gratifying. Now that immigration has been restricted to an even greater extent, there is an opportunity to help all those foreign born who are already here to become, as most of them really wish to be, American citizens of whom America can be proud. To do this every organization interested in the good of America should offer its resources to the public schools for such help as is most needed.

Enlightening as are the figures in this study to those interested in so-called Americanization work, it would seem that if the constructive suggestion of the Secretary of Labor were adopted—that the alien be enrolled—much more comprehensive figures and facts would be available. They no doubt would readily show painstaking effort not only of the male alien but of the other members of his family to become American citizens in every sense of the word. Conversely, they would also show, locally as well as nationally, those aliens who are little interested in acquiring a knowledge of the principles of our Government and to whom citizenship does not appeal. The figures obtained as the result of such enrollment should make possible universal adult immigrant education throughout the United States. This is a condition greatly to be desired.

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